

ACCESSIBILITY POLICY

1. Principles

The Disability Discrimination Act of 2005 and the Disability Equality Scheme require schools and local authorities to actively promote the quality of opportunity for disabled people. The DDA requires schools:

- Not to treat disabled students less favourably
- To make reasonable adjustments to ensure that disabled students are not at a substantial disadvantage.
- To draw up a plan to show how, they will increase access to education for disabled students (School Accessibility Plan).

2. Practice

Three sets of duties provide the statutory framework under-pinning equality of opportunity for disabled students:

- The disability discrimination duties
- The planning duties; and
- The special educational needs (SEN) duties

Disability Discrimination Duties state that it is unlawful for schools to discriminate against disabled students. A school discriminates if:

- It treats a disabled student or prospective student less favourably than another for a reason related to their disability.
- It fails to take reasonable steps to avoid placing disabled students at a substantial disadvantage. This duty is often known as 'the reasonable adjustment duty'.

Planning duties require schools to develop an **accessibility strategy** and plan to improve access to school education for disabled students. The plan shows how over time access will be increased by:

- Increasing access to the curriculum
- Making improvements to the physical environment
- Making written information accessible for students and parents

Special Educational Needs duties provide support for children identified as having SEN. The Acts set out duties on local educational authorities and schools to:

- Identify,
- Assess; and
- Make additional or different provision available, e.g. equipment or human resources where necessary.

3. Related Policies

Policies related to this strategy are:

- The SEN and Disability Policy
- Inclusion Statement

- A Framework for SEN and Inclusion: Map of Provision
- Disability Equality Scheme

4. Review of Policy

This policy is reviewed by the Community Committee of the Governing Body every two years.

**Ratified by the Governors' Community Committee
16th January 2009**

Increasing Accessibility

Strand A: Increasing the Extent to which disabled students can participate in the college curriculum.

	TARGETS	STRATEGIES	TIMEFRAME	GOALS ACHIEVED
Short Term	Continue to ensure that all staff are aware that KCC is an inclusive school that aims to personalise the curriculum to provide for the individual needs of all of its students.	Staff Induction (PH, BN) Staff Training (PH, BC) Professional Studies Programme (PH) Department and Staff Meetings (ALL)	Ongoing	Induction takes place for all staff. Staff training on individual student needs takes place re ASD, ADHD.
	Training organised to enable staff to be aware of particular needs of students with Special Educational Needs	Workshops organised throughout year targeting particular needs.	Ongoing.	Communication and Emotion (ongoing). Anger Management (ongoing). ADHD (January 2009) ASD (October 2008) Literacy (ongoing)
	Develop Alternative Curriculum Entitlement (ACE). The aim is to meet the needs of students with weak social skills, to work in small groups on cookery, gardening, sports, art, social skills etc.	Consider who will be targeted to ACE in the next academic year (2009/2010) (BC, BN, CX). How does ACE fit into the whole college ethos/curriculum? (BC/Strategy Group) Can ACE meet their needs? Does ACE need to be available 6 periods each day?	June 2009	ACE model is working well at KS3. How can the KS4 model be developed to meet student needs, e.g. ASDAN? Other assessments?
	SENCO to attend annual reviews for year 5 /6 students in LLC where appropriate in order to make sure KCC can meet student needs.	BC to contact Ed Psych/LLC Heads to ensure this happens.	March 2009	Transition between Year 6 and 7 is improved and meets individual needs.
	Annual planning of timetable to ensure room accessibility for students in wheelchairs.	BR to liaise with BC/BN for students with physical access ability issues.		All curriculum areas are accessible to all students.
	Review Loft Provision – Student Support Centre for students in need of social, emotional support.	Review protocol for entry Review Student use of Loft. Review staffing. (BW, OH, PH).	March 2009	Loft has been set up 2007 and has been a useful addition to meeting student needs.
	Ensure all students are assessed for exam access arrangements where appropriate.	Meeting between HODs and RI. Consider the purchase of a		

		number of laptops that are available for exam use.		
	TARGETS	STRATEGIES	TIMEFRAME	GOALS ACHIEVED
<u>Medium Term</u>	Consider how TA support can be best used in developing differentiated material to use within the curriculum.	Provide time and guidance about developing resources (BC, BN, SEN Liaison Group). Work with Bidwell Brook school to increase our understanding of alternative curricular/assessment.	To have developed adopted schemes for Maths, English, Science, Technology and IT by July 2010. Consider other departments by July 2011.	
	Consider alternative entry level assessment models for all curriculum areas.	Meetings between Heads of Department/SEN Reps and BC. Discussion at future Heads of Department meeting (PH BC). Use gained time to consider suitable models.	To have developed adopted schemes for Maths, English, Science, Technology and IT by July 2010.	
	To consider provision for students who are disapplied from curriculum areas.	BC to discuss with primaries about students in transition. Discussion between BC and HOY for KCC students.	July 2009	
	Continue to support Teaching Assistants in acquiring specialist knowledge of specific areas of need, e.g. ASD, Literacy, Numeracy, Language and Emotion etc.	Training of individuals through external agencies (usually Devon LA). TAs cascade information into whole college.	Ongoing	8 TAs have already received specialist training.
	Explore alternative provision for physical activities to meet the needs of disabled students including awareness of healthy lifestyle (wheelchair bound students – weight issues etc).	Meeting between BN and members of PE Department.	June 2009	
	Purchase of software that will aid student learning e.g. touch-typing; voice recognition including the modification of computer hardware, e.g. large scale keyboard, alternatives to present mouse.	Discuss with ICT Department benefits of various software.	Ongoing	

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Strand B: Improving the Physical Environment of college

	TARGETS	STRATEGIES	TIMEFRAME	GOALS ACHIEVED
Short Term	Organise annual meeting for all prospective students with SEN and their parents in May/June.	Strategies in place to meet the needs of all students with S.E.N.	Ongoing	Has taken place annually.
	Review of physical needs of individual students as part of annual review.	Discussion with student and parents including site visit where applicable. Discuss with teachers how to best meet needs of students with significant physical problems.	Ongoing	
	Continue to develop a personalised and enhanced transition programme where it is necessary.	TAs to meet with year 6 students/parents/primary class teachers to develop programmes that enable successful transition.	Summer Term each year or earlier if necessary.	Scheme has worked successfully for the past three years.
Medium Term	Training in the use of Evacu-chair to a wider group of staff to enable top floor evacuation at all times.	WX to train all staff who work on top floors plus assigning others if possible.	Ongoing	
	Improve facilities in Canteen to meet the needs of disabled students.	Discussion between Learning Support Department and Sarah Bretherick, Catering Manager, as to how best to meet student needs including ASD students and vulnerable students. Consider putting a breakfast bar in the Canteen at suitable height for wheelchairs.	July 2010.	

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	Improve access to Learning Support Department.	A ramped access into ground floor of Student Services. Develop a wheelchair storage/charging area in Student Services.	June 2009	
	Improve access to disabled toilet in Reception Area.	Door needs to be hung the other way around .		
	Consider purchase/adaptation of one of the school minibuses to enable disabled access.	Investigate costs of alternatives (PH).		
	Consider the purchase of alternative styles of tables for classrooms which can be height adapted for wheelchair use.	BN/PH to identify and cost.		
Long Term	Improve access to Learning Support Department.	Consider how to gain access to Learning Support Department for student in wheelchair.		
	Doors into Main Reception.	Investigate how doors into main reception could be improved/replaced to make them easier to use by disabled students.		

Increasing Accessibility

Strand C: Improving the Delivery of Information to Disabled Students, Staff, Parents and Carers.

	TARGETS	STRATEGIES	TIMEFRAME	GOALS ACHIEVED
Short Term	Writing timetables using symbols where necessary.	BN/TAs to identify which students might acquire this facility and develop ICT skills. Make sure departments are aware of their appropriate symbol and adopt it.	Ongoing.	Induction meets needs.
	Make sure that in all communications disabled parents are aware of special provision and parking available.	FS to check all letters going home. PH to inform Heads of Department where necessary.	Ongoing.	
Medium Term	Modify letters to students and/or parents e.g. using symbols, simplifying vocabulary, larger print where appropriate.		Ongoing,	
Long Term	Investigate further purchase of speech to text software	BC		